Assistance from AICTE for Organising Seminars Etc.

1643. SHRI RAMDAS AGARWAL: Will the Minister of HUMAN RESOURCES DEVELOPMENT be pleased to state:

(a) whether the All India Council for Technical Education (AICTE) have chalked out any schemes to provide opportunities to scholars and industries for sharing knowledge as far as financial assistance for organising Seminars, Symposia, Conferences, Workshops are concerned, as reported in 'The Hindustan Times' dated 16th July, 1994;

(b) if so, the details thereof indicating whether any preference has been given to any particular field, assistance to be given at local|regional|international level and budgetary provisions made therefor for AICTE during 1994-95; and

(c) whether AICTE has any other scheme to provide partial financial support to individuals|companies to attend Conference|Seminars|Symposia being held abroad and if so, whether applications were invited during the last two year (yearwise) and by whom those were processed| selected for granting|awarding such assistance, indicate whether U.G.C.'s assistance is separate from AICTE's assistance for travel abroad with amount in each case?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) and (b) The All India Council for Tehnical Education (AICTE) has launched a scheme for organising Seminars, Symposia, Conferences, Workshops at Regional National and International levels in the fields of Engineering and Technology including Architecture, Town Planning, Management, Pharmacy, Applied Arts & Crafts and such other areas for which AICTE recognised institutions, bonafide All India Societies| Associations of Scientists and Engineers and other academic Institutions are eligible for financial assistance. Preference is given to topics in interdisciplinary and emerging areas. The budget provision for 1994-95 is Rs. 40.00 lakhs.

(c) Under a new Scheme, AICTE is providing travel grants for attending International Conferences, Seminars, Symposia in technical education. The scheme is different from 'U.G.C.'s assistance scheme. During 1993-94, applications were invited from technical institutions and universities and the selections were made with the help of an expert Committee based on the prescribed eligibility norms and guidelines. The budget provision for 1994-95 is Rs. 40.00 lakhs.

Implementation of New Education Policy

1644. SHRI GOVINDRAO ADIK: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what steps have been taken or are proposed to be taken for the implementation of the New Education Policy;

(b) whether Government is aware that population control is closely linked with the education drive, and what is being done to raise the level of literacy in the backward areas of the country particularly among the rural women; and

(c) which recommendations have been found worthy for implementation from Ramamurthy Committee Report and the steps taken by Government for their implementation?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) Pursuant to the up-dating of the Naitonal Policy on Education (NPE), 1986, the Programme of Action (POA) was also revised in 1992 The POA, 1992 spells out the detailed strategy for implementation of the NPE. The State Governmentss have been asked to prepare their own Programmes of Action keeping in view the POA, 1992

and the situational imperatives. Periodic meetings are held with Stae Governments which review the implementation of the NPE.

(b) The NPE has specified observance of small family norm as one of the core curricular elements at all stages of education. This has been sought to be achieved through National Population Education Programme being implemented by almost all States and UTS. The Total Literacy Campaigns give special focus to raise the level of literacy in the backward areas of the country. The major beneficiaries in these campaigns are women who constitute nearly 2|3rd of the total enrolment.

(c) The Committee for Review of National Policy on Education (NPERC) under the chairmanship of Acharya Ramamurti itself acknowledged that in regard to roles, goals and values in education it was in basic agreement with the National Policy on Education (NPE), 1986 perspective and thrust and that it had only elaborated on certain "key result areas" that did not receive adequate ground level priority.

The Report of the NPERC was considered by the Central Advsiory Board of Education (CABE) in its meeting held on 9th March, 1991. As decided by the CABE, a CABE Committee on Policy was constituted on 31st July, 1991 to examine the recommendations made by the NPERC. The Report of this Committee was later considered by the CABE which broadly endorsed the NPE, 1986 and held that NPE, 1986 continued to provide a comprehensive framework to guide the development of education for a long time to come. However, the CABE recommended certain modifications in the Policy taking into account various develpments and experiences in the implementation of the Policy since its formulation in 1986. The Revised Policy Formulations were rabled in the House on 7th May, 1992. Subsequently the, revised Programe of Action, 1992 was also tabled in the House on 19th August, 1992.

Opening of Central School in Muzaffar Nagar, U. P.

1645. DR. RANBIR SINGH: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what is the district-wise break-up of the Central Schools in Uttar Pradesh; and

(b) whether there is any proposal to open a Central School in Muzaffar Nagar District which is having a number of Central Government Offices?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA): (a) Kendriya Vidyalayas are not opened on district-wise| Statewise basis. They are set up at places where here is a sizeable concentration of Central Government employees in Civil Sector or Defence Sector and on the basis of demands|recommendations of the user agencies including Public Sector undertakings. So far 116 Kendriya Vidyalayashave been set up n Uttar Pradesh. The district-wise break-up is at statement. (*See* below).

(b) No, Sir.